

Introduction

Purpose

An effective program review supports continuous quality improvement to enhance student learning outcomes and, ultimately, increase student achievement rates. Program review aims to be a sustainable process that reviews, discusses, and analyzes current practices. The purpose is to encourage program reflection, and to ensure that program planning is related to goals at the institutional and course levels.

Process

Foothill College academic programs that lead to an A.A./A.S. or Certificate(s), or are part of a specialized pathway, such as ESL, Developmental English and Math My Way are reviewed annually, with an in-depth review occurring on a three-year cycle. The specialized pathways may be included as part of the program review for the department, or may be done as a separate document if they are not part of a department that offers a degree or certificate. Faculty and staff in contributing departments will participate in the process. Deans provide feedback upon completion of the template and will forward the program review on to the next stage of the process, including prioritization at the Vice Presidential level, and at OPC and PaRC.

Annual review will address five core areas, and include a place for comments for the faculty and the dean or director.

1. Data and trend analysis
2. Outcomes assessment
3. Program goals and rationale
4. Program resources and support
5. Program strengths/opportunities for improvement
6. Dean's comments/reflection/next steps

2012-2013 Submission Deadline:

- Program review documents are due to Dean by December 14 for completion of Section 6.
- Dean completes section 6 and returns documents to program review team by January 7, 2013.
- Program review documents are due to the Office of Instruction by January 18, 2013.

Foothill College Program Review Cycle:

To see which template your department is scheduled to complete, check the Program Review Schedule: <http://foothill.edu/staff/irs/programplans/2012-2013/12-13-prog-rev-schedule.pdf>

Questions?

Contact: Office of Instruction and Institutional Research (650) 949-7240

Website: <http://foothill.edu/staff/irs/programplans/index.php>

Annual Instructional Program Review Template for 2012-2013

Basic Program Information

Department Name: Primary Care Associate Program

Program Mission(s): The mission of the Primary Care Associate Program is:

- To educate physician assistants for practice in primary care and in medically underserved communities in California
- To increase the enrollment and deployment of underrepresented minorities
- To respond to the needs of our communities and stakeholders, including Stanford University Medical Center

Program Review team members:

Name	Department	Position
Lucinda Hirahoka	Primary Care Associate Program	Program Director
Valerie Berry	Primary Care Associate Program	Medical Director

Total number of Full Time Faculty:	7
Total number of Part Time Faculty:	6

Existing Classified positions: These positions are in addition to the faculty
Director Admission & Student Affair
Coordinator Admission and Finance
Data Manager
Preceptor Coordinator
Program Scheduler
Finance Manager

Programs* covered by this review

Program Name	Program Type (A.S., C.A., Pathway, etc.)	Units**
Primary Care Associate Program	A.S/Certificate of Achievement	98.5

*If you have a supporting program or pathway in your area for which you will be making resource requests, please analyze it within this program review. For example, ESLL, Math My Way, etc. You will only need to address those data elements that apply.

**Certificates of 27 or more units must be state approved (transcriptable). A Certificate of Achievement is state approved (transcriptable).

Annual Instructional Program Review Template for 2012-2013

Annual Instructional Program Review Template for 2012-2013

Section 1. Data and Trend Analysis

1.1. Program Data:

Data will be posted on <http://foothill.edu/staff/irs/programplans/programreviewdata.php> for all measures except non-transcriptable completion. Please attach all applicable data sheets to the final Program Review document submitted to your Dean. You may use the boxes below to manually copy data if desired.

Transcriptable Programs	2009-2010	2010-2011	2011-2012	% Change
Example: A.S Degree				
Example: Certificate of Achievement				

Please provide any non-transcriptable completion data you have available. Institutional Research does not track this data.

Non-Transcriptable Program	2009-2010	2010-2011	2011-2012	% Change
Example: Career Certificate				

1.2 Department Data

Dimension	2009-2010	2010-2011	2011-2012	% Change
Enrollment	575	616	980	59%
Productivity (Goal: 546)				
Success	566	596	938	97%
Full-time FTEF				
Part-time FTEF				

Department Course Data (Attach data provided by IR or manually complete chart below)

Course	2009-2010			2010-2011			2011-2012		
	Enroll.	Prod.	Success	Enroll.	Prod.	Success	Enroll.	Prod.	Success
PC80	47		98%	50		90%			
PC80P	45		98%	49		92%			
PC81	45		96%	44		100%			
PC81P	46		98%	44		95%			
PC82	45		98%	44		100%			
PC82P	44		96%	42		100%			
PC83	45		100%	46		98%	44		100%
PC83P	45		100%	47		100%	42		100%
PC84	45		100%	45		100%	44		100%
PC84P	45		100%	45		89%	42		98%
PC190	53		100%	50		100%			
PC190Z	49		100%	50		100%			
PCA50				45		100%	48		100%
PCA51A							44		95%

Annual Instructional Program Review Template for 2012-2013

PCA52A							45		93%
PCA52B							41		100%
PCA53A							45		93%
PCA53B							41		100%
PCA54A							44		98%
PCA54B							42		100%
PCA54C							41		95%
PCA54D							39		95%
PCA55A							45		98%
PCA55B							42		100%
PCA55C							41		98%
PCA56A							44		93%
PCA56B							41		100%
PCA56C							41		98%
PCA56D							39		95%
PCA60A							41		90%
PCA60B							39		90%

1.3 Using the data and prompts, provide a short, concise narrative analysis of the following indicators.

1. Enrollment trends over the last three years: Is the enrollment in your program holding steady, or is there a noticeable increase or decline? Please comment on the data and analyze the trends.
 - a. The enrollment trends for the last 3 years have been increasing. With the change of the curriculum from 16 to 21 months there has been a 59% increase in the enrollment from period 2010-11 to 2011-12
 - b. The data shows that the enrollment tends to decrease each year by an average of 5 to 6% after the first quarter. The decrease is due to dismissal of the program for course failure, or students leaving the program due to personal reasons.
 - c. This trend of the 5% to 6% has been the same for the last three periods. On occasion we have 1 to 2 students that leave the program after the second quarter, but this is not the norm.
 - d. The overall percent of success has been above 97.5% for the 2009-2012 period

Annual Instructional Program Review Template for 2012-2013

2. Completion Rates (Has the number of students completing degrees/certificates held steady, or increased or declined in the last three years? Please comment on the data and analyze the trends.
 - a. AA, AS, AA-T, AS-T, Certificates of Achievement
 - b. Local, non-State approved certificates- Certificates less than 27 units: All certificates less than 27 units without state approval should be reviewed carefully to determine if the certificate provides a tangible occupational benefit to the student, such as a job or promotion or higher salary, and documentation should be attached.
 - c. The rate of students completing the certificate program has been steady. The data shows that students that continue in the certificate program after the 2nd quarter have high rates of completion
3. Productivity: Please analyze the productivity trends in your program and explain factors that affect your productivity, i.e. GE students, seat count/facilities/accreditation restrictions. For reference, the college productivity goal is 546.
 - a. Need to review productivity numbers
4. Course Offerings: (Comment on the frequency, variety, demand, pre-requisites.) Review the enrollment trends by course. Are there particular courses that are not getting the enrollment or are regularly cancelled due to low enrollment?)
 - a. The certificate program offers the courses once per entering class. The courses are sequential so every student needs to complete them in order to enroll in the following course. The number of enrollment is decreased after the first quarter due to dismissals for course failures or student leaving the program for personal reasons
 - b. The program didn't cancel any courses during 2010-2012 due to low enrollment
 - c. The enrollment is steady. There is no cancellation of courses due to low enrollment
5. Curriculum and Student Learning Outcomes (SLOs)
 - a. The program's curriculum was revised and changed from 16 months to 21 months last July 2011. All courses were reviewed for Title 5.
 - b. Comment on any recent developments in your discipline which might require modification of existing curriculum and/or the development of new curriculum. The accrediting body for Physician Assistants programs encouraged programs to add a component of Public Health to the curriculum. The program added basic information on public health content including public health issues affecting the state, nation and the world
 - c. Discuss how the student learning outcomes in your courses relate to the program learning outcomes and to the college mission. The course learning outcomes are directly related to the programs learning outcomes and the college mission. The student learning outcomes for all courses are set to educate students to become physician assistants to provide primary care and to serve underserved populations. The program learning outcomes is to increase the number of primary care provider in medically underserved communities, increase the enrollment and deployment of underrepresented minorities, and respond to the needs of the

Annual Instructional Program Review Template for 2012-2013

community. The college mission is to increase deployment of underrepresented minorities in areas of need

- d. As a division, how do you ensure that all faculty are teaching to the COR and SLOs?

The course directors reviewed course evaluations and measured learning outcomes every year. Course learning outcomes are updated annually (if needed) based on data gathered through course evaluations and testing

6. Basic Skills Programs (if applicable). For more information about the Core Mission of Basic Skills, see the Basic Skills Workgroup website: <http://foothill.edu/president/basicskills.php>
 - a. Please discuss current outcomes or initiatives related to this core mission.
7. Transfer Programs (if applicable). For more information about the Core Mission of Transfer, see the Transfer Workgroup website: <http://foothill.edu/president/transfer.php>
 - a. Please discuss current outcomes or initiatives related to this core mission.
8. Workforce/Career Technical Education Programs (if applicable). For more information about the Core Mission of Workforce, see the Workforce Workgroup website: <http://foothill.edu/president/workforce.php>
 - a. Please discuss current outcomes or initiatives related to this core mission.
 - i. Primary care associate graduate (n=130) data from 2008-2010 shows:
 - 33% are from underrepresented minority groups (compared to 20.5% nationally)
 - 43% practice in primary care in California
 - 60% practice in medically underserved areas
 - 69% are fluent in a second language
 - b. Please attach minutes from your advisory board meeting(s).
9. Student Equity: Foothill-De Anza Community College District Board policy and California state guidelines require that each California community college submit a report on the college's progress in achieving equity in five specific areas: access, course completion, ESLL and basic skills completion, degree and certificate completion, and transfer. For the latest draft of the Student Equity Report, please see the ESMP website: <http://foothill.edu/staff/irs/ESMP/index.php>
 - a. To better inform the Student Equity efforts at Foothill College, please comment on any current outcomes or initiatives related to increasing outreach, retention and student success of underrepresented students in your program.

Section 2. Learning Outcomes Assessment Summary

2.1. Attach 2011-2012 Program Level – Four Column Report for PL-SLO Assessment from TracDat, please contact the Office of Instruction to assist you with this step if needed.

Annual Instructional Program Review Template for 2012-2013

Unit Assessment Report - Four Column
 Foothill College
 Program (BHS-DA) - Dental Assisting AS/CA

PL-SLOs	Means of Assessment & Target / Tasks	Assessment Findings	Action & Follow-Up
Program (BHS-DA) - Dental Assisting AS/CA - 1 - Upon completion of the Dental Assisting Program graduates will demonstrate entry-level competency skills mandated by the Commission on Dental Accreditation and the Dental Board of California. PL-SLO Status: Active			
Program (BHS-DA) - Dental Assisting AS/CA - 2 - Upon completion of the Dental Assisting Program graduates will value and implement proper radiation safety for patients, self, and others. PL-SLO Status: Active			

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Page 1 of 1

2.2 Attach 2011-2012 Course-Level – Four Column Report for CL-SLO Assessment from TracDat

Unit Course Assessment Report - Four Column
 Foothill College
 Program (BSS-ACTG) - Accounting AA/CA

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings	Action & Follow-Up
Department - Accounting (ACTG) - ACTG 1A - FINANCIAL ACCOUNTING I - SLO 1 - General Theory - Explain financial accounting terminology, concepts, principles, and frameworks. (Created By Department - Accounting (ACTG)) Assessment Cycles: 2011-2012 2012-2013 Course-Level SLO Status: Active	Assessment Method: Per our decision from last academic year, we did away with the pre-test. We only administered a set of 30 departmental questions integrated by each instructor into their individual final exams. The 30 post-test questions were from the publisher's test bank. Assessment Method Type: Departmental Questions	11/17/2010 - The 30 post-test questions (from the publisher's test bank), although aligned to the chapter topics, do not appropriately align to the learning objectives. The results of the tests, we felt, do not validly measure the learning outcomes. Result: Target Not Met Reporting Year: 2010-2011 Resource Request: Hire knowledgeable tutors for traditional, hybrid and online courses to help students reinforce what they have learned in the classroom.	11/17/2010 - Time spent developing or adapting textbook comprehensive problems into a practice set with adjustments, working papers, Excel sheets, etc.
Department - Accounting (ACTG) - ACTG 1A - FINANCIAL ACCOUNTING I - SLO 2 - Application - Perform related calculations and demonstrate the ability to use methods and /or procedures to solve financial accounting problems. (Created By Department - Accounting (ACTG)) Assessment Cycles: 2011-2012 2012-2013 Course-Level SLO Status: Active			
Department - Accounting (ACTG) - ACTG 1B - FINANCIAL ACCOUNTING II - SLO 1 - General Theory - Explain financial accounting terminology, concepts, principles, and frameworks. (Created By Department - Accounting (ACTG)) Assessment Cycles: 2011-2012			

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Page 1 of 14

Section 2 Continued: SLO Assessment and Reflection

2.3 Please provide observations and reflection below.

Annual Instructional Program Review Template for 2012-2013

2.3.a Course-Level SLO

1. What findings can be gathered from the Course Level Assessments?

The data obtained from course level assessments demonstrated that the majority of students achieved the expected learning.

2. What curricular changes or review do the data suggest in order for students to be more successful in completing the program?

The program's curriculum was extended from 16 months to 21 months in June 2011. The first cohort to complete the new 21 month program will graduate March 2013. These graduates will take the national board exam in April 2013. The program will follow up closely the results of their board results to help us evaluate further the curriculum and apply any necessary changes.

3. How well do the CL-SLOs reflect the knowledge, skills, and abilities students need in order to succeed in this program?

The program's data on course evaluations showed that students were able to perform above the expected level. The data reflects that students were able to demonstrate competency and fulfilled all the courses learning outcomes.

4. How has assessment of course-level student learning outcomes led to improvement in student learning in the program?

The program uses various assessment methods: online test, OSCEs, writing patients notes, technical skills checklist, presentation skills, reflection papers, professionalism checklist, and practicums. The program believes that using various evaluation models helps evaluate the student globally and gives the faculty information on areas where the student needs additional help

5. If your program has other outcomes assessments at the course level, comment on the findings.

2.3.b Program-Level SLO

1. What summative findings can be gathered from the Program Level Assessments?

- a. There were 42 students that graduate on Decemeber2011. There were 41 students that took the PANCE (board exam) and passed it. This is the best indicator that the education provided by the program prepared the students well to become certified physician assistants and are able to practice. There is one student left to take the PANCE and this student was delayed in completing her clinical hours.

2. How has assessment of program-level student learning outcomes led to certificate/degree program improvements?

- a. The program follows specific guidelines from the Physician Assistant National Certifying Examination (PANCE) blueprint to guide the curriculum

Annual Instructional Program Review Template for 2012-2013

- b. The program has a 98% PANCE passing rate which reflects the overall effectiveness of the program

3. If your program has other outcomes assessments at the program level, comment on the findings.

Section 3: Program Goals and Rationale

Program goals should be broad issues and concerns that incorporate some sort of measurable action and should connect to Foothill’s core missions, [Educational & Strategic Master Plan \(ESMP\)](#), the division plan, and SLOs.

3.1 Previous Program Goals from last academic year

Goal	Original Timeline	Actions Taken	Status/Modifications
1 Educate physician assistants to provide quality patient centered health care	2010- 2011	Update curriculum annually based on evaluation results	Last update Fall 2010
2 Recruit from and place students for clinical education in regions with medically underserved communities	2010-2011	Increase the number of informational sessions and outreach activities in target areas: Humboldt, Kern, Monterey/Salinas, Ventura/LA, San Diego, Imperial counties.	Spring and Summer 2010
3 Develop the student’s ability to practice evidence based medicine,	2010-2011	Update curriculum with evidence based content	Fall 2010

Annual Instructional Program Review Template for 2012-2013

reflect critically on their clinical practice, and develop life-long learning skills			
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3.2 New Goals: Goals can be multi-year (in Section 4 you will detail resources needed)

Goal	Timeline (long/short-term)	How will this goal improve student success or respond to other key college initiatives	Action Steps
1 Prepare students to address community health issues and health disparities in the context of societal and economic systems	2012-2014	The student will be able to apply their knowledge in developing strategies to prevent disease and improve the health of the community	The curriculum includes instruction on community needs assessment, community outreach and community leadership
2 Create new mental and behavioral clinical training sites	2012- 2014	The student will be able to properly diagnose and treat patient with mental and behavioral disorders in their clinical setting	The clinical training will include a rotation in a mental/behavioral clinical setting
3 Expose students to inter-professional educational experiences to improve health care team dynamics	2012-2014	The PA student will benefit from learning about and from other professions as well as learn to work in health teams	The PA student will participate in educational experiences with medical students and do clinical rotations with other health care professionals

Draft Annual Program Review Template for 2011-2012

Section 4: Program Resources and Support

4.1 Using the tables below, summarize your program's new, unfunded resource requests. Refer to the Operations Planning Committee website: <http://foothill.edu/president/operations.php> for current guiding principles, rubrics and resource allocation information.

Full Time Faculty and/or Staff Positions

Position	\$ Amount	Related Goal from Table in section 3.2 and/or rationale

Unbudgeted Reassigned Time (calculate by % reassign time x salary/benefits of FT)

Position	\$ Amount	Related Goal from Table in section 3.2 and/or rationale

One-time B Budget Augmentation

Description	\$ Amount	Related Goal from Table in section 3.2 and/or rationale

Ongoing B Budget Augmentation

B Budget FOAP	\$ Amount	Related Goal from Table in section 3.2 and/or rationale

Facilities and Equipment

Facilities/Equipment Description	\$ Amount	Related Goal from Table in section 3.2 and/or rationale

The Primary Care Associate Program receives from Foothill \$315,000 of ADA funds per year to help operate the program. The program is requesting an increase of these monies to

Draft Annual Program Review Template for 2011-2012

compensate for increased expenses (classroom charges, anatomy lab faculty) to run the program. Foothill College hasn't increased the above amount for the last 6 years.

Section 5: Program Strengths/Opportunities for Improvement

5.1 Address the concerns or recommendations that were made in prior program review cycles.

One recommendation was to follow more closely the Foothill College's academic calendar. This was implemented with the new 21 month program.

5.2 What statements of concern have been raised in the course of conducting the program review by faculty, administrators, students, or by any member of the program review team regarding overall program viability?

One of the concerns was the intensity of the program and not enough vacation breaks for the student and faculty. The new 21 month curriculum offers 7 weeks of vacation.

5.3 After reviewing the data, what strengths or positive trends would you like to highlight about your program?

New curriculum expands depth and breadth with additional time for didactic and clinical courses. Creation of multiple courses in didactic curriculum allows for better guidance of students and evaluation of courses. Clinical curriculum expanded to include more and longer specialty rotations. New curriculum prepares students better for clinical experience, and preserves some integration of didactic and clinical components.

Outcomes of graduates PANCE rate (98%) are outstanding

The program had an accreditation site visit March 2012 and received continued accreditation for 7 years. The faculty and staff are very proud of this accomplishment because it is the first time that the program received a longer period of accreditation, and validates the quality of the education provided by the program.

Section 6: Feedback and Follow Up

This section is for the Dean to provide feedback.

6.1 Strengths and successes of the program as evidenced by the data and analysis: The Primary Care Program has a long history of student success in a demanding course of study. The PCA program continually strives to evaluate and identify areas for improvement. The partnership with Stanford has remained a solid arrangement that benefits Foothill College, Stanford School of Medicine, students and the professional community.

6.2 Areas of concern, if any: NONE

6.3 Recommendations for improvement: NONE

Draft Annual Program Review Template for 2011-2012

6.4 Recommended next steps:

Proceed as planned on program review schedule

Further review/Out of cycle in-depth review

Upon completion of section 6, the Program Review should be returned to department faculty and staff for review, then submitted to Instruction and Institutional Research for public posting. See timeline on page 1.

Unit Course Assessment Report - Four Column

Foothill College

Mission Statement: A well-educated population being essential to sustaining and enhancing a democratic society, Foothill College commits itself to providing access to outstanding educational opportunities for all of our students. Whether through basic skills, career preparation, lifelong learning, or transfer, the members of the Foothill College community are dedicated to the achievement of learning and to the success of our students. We affirm that our unwavering dedication to this mission is critical to the prosperity of our community, our state, our nation, and the global community to which all people are members.

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Department - Primary Care Associate (PCA) - PCA 290 - ENRICHMENT COURSE DIDACTIC PRINCIPLES - A. medical knowledge - A. The student will be able to demonstrate mastery of knowledge of basic science principles pertinent to the practice of primary care medicine	Assessment Method: Quizzes, final exam Assessment Method Type: Exam - Course Test/Quiz Target: 80% of the students will achieve 75% grade in their final exam		
(Created By Department - Primary Care Associate (PCA))			
Course-Level SLO Status: Active			
Department - Primary Care Associate (PCA) - PCA 290 - ENRICHMENT COURSE DIDACTIC PRINCIPLES - A. medical knowledge_1 - B. The student will be able to apply appropriate critical thinking skills necessary for the practice of medicine	Assessment Method: Quizzes, final exam Assessment Method Type: Exam - Course Test/Quiz Target: 80% of the students will achieve 75% grade in their final exam		
(Created By Department - Primary Care Associate (PCA))			
Course-Level SLO Status: Active			
Department - Primary Care Associate (PCA) - PCA 291 - PRECEPTORSHIP ENRICHMENT COURSE - Clinical skills - A- The student will demonstrate all clinical skills and techniques previously experience and learned in primary care courses B- The student will be able to interpret information gathered from the patient assessment data and formulate a comprehensive treatment plan for each	Assessment Method: preceptor evaluation, final exam Assessment Method Type: Field Placement/Internship Target: Students will obtained a rate higher than 3 in the preceptor evaluation form. 80% of the students will get 75% grade on their final exam		

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>patient (Created By Department - Primary Care Associate (PCA))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Preceptor evaluation, final exam</p> <p>Assessment Method Type: Field Placement/Internship</p> <p>Target: Students will received a ranking of 3 and above in their preceptor evaluation 80% of students will receive a 75% grade on their final exam</p>		
<p>Department - Primary Care Associate (PCA) - PCA 50 - ORIENTATION TO PRIMARY CARE ASSOCIATE PROGRAM - health stream modules - A successful student will be able to access and complete the following health stream modules: HIPAA, safety, professional behavior, needs and rights of patients, and abuse reporting (Created By Department - Primary Care Associate (PCA))</p> <p>Start Date: 04/01/2012</p> <p>End Date: 06/30/2012</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: completion of portfolio</p> <p>Assessment Method Type: Portfolio Review</p> <p>Target: 100% of students need to complete the portfolio in order to advance in the program</p>	<p>01/31/2012 - 100% of the students completed their portfolio on time</p> <p>Result: Target Met</p> <p>Reporting Year: 2011-2012</p>	<p>01/31/2012 - The portfolio is an important component of the student's progress in the program. The information is updated every year and the students use it to complete additional requirements during their clinical training. The completion of the portfolio requires the student to communicate with PCAP faculty regarding their portfolio requirements and show high level of professionalism in completing their portfolio.</p>
<p>Department - Primary Care Associate (PCA) - PCA 50 - ORIENTATION TO PRIMARY CARE ASSOCIATE PROGRAM - health stream modules_1 - The student will provide the health screening documentation required by the program (Created By Department - Primary Care Associate (PCA))</p> <p>Start Date: 04/01/2012</p> <p>End Date: 06/30/2012</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: completion of portfolio</p> <p>Assessment Method Type: Portfolio Review</p> <p>Target: 100% of students need to complete the portfolio in order to advance in the program</p>		

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Department - Primary Care Associate (PCA) - PCA 51A - BASIC SCIENCE/MICROBIOLOGY/INFECTIOUS DISEASE - cell structure - A successful student will be able to describe and explain the structure and function of a living cell. (Created By Department - Primary Care Associate (PCA))</p> <p>Start Date: 07/05/2012</p> <p>End Date: 09/30/2012</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: weekly self assessment on line quizzes mid-term exam final exam</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target: 80% of the students will receive a grade of 75% or higher in the final test</p>	<p>11/29/2012 - At the end of the quarter 82% of students received a grade higher than 75%.</p> <p>Result: Target Met</p> <p>Reporting Year: 2011-2012</p> <p>GE/IL-SLO Reflection: The Basic Science course includes concepts in Microbiology, cell physiology, molecular basis of biological processes including genetics and the immune response. The data shows that the students were able to learn the concepts taught in this course and will be able to apply them in the future courses.</p>	<p>11/29/2012 - Continue to use weekly self assessment assignments to help understand all the concepts taught in this course.</p>
<p>Department - Primary Care Associate (PCA) - PCA 51A - BASIC SCIENCE/MICROBIOLOGY/INFECTIOUS DISEASE - B. Microorganisms - 1. The student will be able to identify the causative role of microorganisms in disease process 2. The student will be able to describe strategies for differentiating minor infection or illness from life-threatening infection (Created By Department - Primary Care Associate (PCA))</p> <p>Course-Level SLO Status: Active</p>			
<p>Department - Primary Care Associate (PCA) - PCA 52A - ANATOMY/PHYSIOLOGY/PATHOPHYSIOLOGY I - general systems survey - A successful student will be able to recognize manifestations of normal anatomic and physiologic principles of the systems of the human body (Created By Department - Primary Care Associate (PCA))</p> <p>Start Date:</p>	<p>Assessment Method: self assessment quizzes, mid-term and final exam</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target: 80% of students will receive a 75% grade of the final exam</p>	<p>11/26/2012 - At the end of Summer 2012 84% of students received a grade of 75%. The students were able to recognize normal and physiologic principles of the systems of the human body</p> <p>Result: Target Met</p> <p>Reporting Year: 2011-2012</p> <p>Resource Request: Continue to use the anatomy/cadaver lab</p>	

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
07/06/2012 End Date: 09/30/2012 Course-Level SLO Status: Active			
Department - Primary Care Associate (PCA) - PCA 52A - ANATOMY/PHYSIOLOGY/PATHOPHYSIOLOGY I - B. Pathophysiology - 1. The student will be able to discuss the normal tissue response to infection or damage, with emphasis on immune response, inflammation and healing (Created By Department - Primary Care Associate (PCA))			
Course-Level SLO Status: Active			
Department - Primary Care Associate (PCA) - PCA 52B - ANATOMY/PHYSIOLOGY/PATHOPHYSIOLOGY II - Body response to disease - A successful student will be able to recognize, analyze and integrate understanding of the pathophysiologic mechanism in disorders that affect the systems of the human body. (Created By Department - Primary Care Associate (PCA))	Assessment Method: weekly self assessment quizzes, mid-term exam, and final exam Assessment Method Type: Exam - Course Test/Quiz Target: 80% of students will receive a 75% on the final exam		
Start Date: 07/06/2012 End Date: 09/30/2012 Course-Level SLO Status: Active Department - Primary Care Associate (PCA) - PCA 52B - ANATOMY/PHYSIOLOGY/PATHOPHYSIOLOGY II - B. Gross anatomy - 1. The student will be able to correlate gross anatomy findings from cadaver with the physiology and pathophysiology related to diseases (Created By Department - Primary Care			

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Associate (PCA))			
Course-Level SLO Status: Active			
<p>Department - Primary Care Associate (PCA) - PCA 53A - PHARMACOLOGY I - pharmacology principles - A successful student will be able to describe the principles of pharmacodynamics and pharmacokinetics. The student will be able to describe the basic mechanism of action of drugs (Created By Department - Primary Care Associate (PCA))</p> <p>Start Date: 07/06/2012 End Date: 09/30/2012 Course-Level SLO Status: Active</p>	<p>Assessment Method: weekly self assessment quizzes, mid-term and final exam Assessment Method Type: Exam - Course Test/Quiz Target: 80% of the students will receive a 75% grade on their final exam.</p>	<p>11/26/2012 - At the end of Summer 2012 95% of students received higher grade than 75% for the course This year the pharmacology curriculum included more review of basic pharmacology concepts and more case base presentation. The results showed that students had a good understanding of the basic pharmacology principles. In addition, there were added faculty to teach this course which has helped in providing the content of the course Result: Target Met Reporting Year: 2011-2012</p>	
<p>Department - Primary Care Associate (PCA) - PCA 53A - PHARMACOLOGY I - B. Prescribing Medications - 1. The student will be able to compare and contrast the indications and dosing of medications with children, adults, pregnant/lactating women and elders (Created By Department - Primary Care Associate (PCA))</p> <p>Course-Level SLO Status: Active</p>			
<p>Department - Primary Care Associate (PCA) - PCA 53B - PHARMACOLOGY II - Drug function in management of disease - A successful student will be able to demonstrate competency in pharmacologic choices in disease management (Created By Department - Primary Care Associate (PCA))</p> <p>Start Date: 07/06/2012 End Date: 09/30/2012</p>	<p>Assessment Method: weekly self assessment quizzes, mid-term, final exam Assessment Method Type: Exam - Course Test/Quiz Target: 80% of students will receive a grade of 75% in the final exam</p>		

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Course-Level SLO Status: Active</p> <p>Department - Primary Care Associate (PCA) - PCA 53B - PHARMACOLOGY II - B. Medication use - 1. The student will be able to describe the indications, contraindications, adverse effects, drug-drug interactions, and cost effectiveness of medications used to treat disorders treated in a primary care setting (Created By Department - Primary Care Associate (PCA))</p>			
<p>Course-Level SLO Status: Active</p> <p>Department - Primary Care Associate (PCA) - PCA 54A - PRE-CLINICAL I - Interview skills and screening physical examination - A successful student will be able to obtain an accurate medical history and will be able to perform a complete screening examination (Created By Department - Primary Care Associate (PCA))</p> <p>Start Date: 07/06/2012</p> <p>End Date: 09/30/2012</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Performed history taking of standardized patients. Performed physical examination of standardize patients. review video tapes of history taking and physical examination</p> <p>Assessment Method Type: Observation/Critique</p> <p>Target: 80% of students will pass the history taking and screening physical examination with a 75% grade</p>	<p>11/27/2012 - At the end of the quarter 99% of students passed the history taking and screening physical exam</p> <p>Result: Target Met</p> <p>Reporting Year: 2011-2012</p> <p>GE/IL-SLO Reflection: This course teaches the PA student to learn basic skill on taking a thorough patient history and performed a basic screening physical examination. According to the evaluation data the course was able to fulfill the stated goals. The outcome of this course are in direct relationship with the Foothill College ILO. The students need to demonstrate competency in communication, creative, critical, and analytical thinking and have a global perspective of their patients and communities.</p>	
<p>Department - Primary Care Associate (PCA) - PCA 54A - PRE-CLINICAL I - B. Differential Diagnosis - 1. The student will be able to identify two to three differential diagnoses associated with the presenting symptom</p>			

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>2. The student will be able to discuss the influence of age, gender, risk factors, past medical history and family history in the identification of the differential diagnoses (Created By Department - Primary Care Associate (PCA))</p> <p>Course-Level SLO Status: Active</p>			
<p>Department - Primary Care Associate (PCA) - PCA 54B - PRE-CLINICAL II - history taking of patients with behavioral issues - A successful student will be able to use evaluation tools to identify and diagnose behavioral issues like depression, anxiety, addiction, personality disorders, and others. (Created By Department - Primary Care Associate (PCA))</p> <p>Start Date: 09/09/2012</p> <p>End Date: 12/30/2012</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: weekly quizzes, history taking of standardized patients, physical exams of standardized patients, test</p> <p>Assessment Method Type: Observation/Critique</p> <p>Target: 80% of students will receive a grade of 75% in the final test</p>		
<p>Department - Primary Care Associate (PCA) - PCA 54B - PRE-CLINICAL II - Special physical exam techniques - A successful student will be able to perform special physical exam techniques to differentiate abnormal physical findings from normal findings of the human body (Created By Department - Primary Care Associate (PCA))</p> <p>Start Date: 09/09/2012</p> <p>End Date: 12/30/2012</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: weekly quizzes, history taking of standardized patients, physical exams of standardized patients, test</p> <p>Assessment Method Type: Observation/Critique</p> <p>Target: 80% of students will receive a grade of 75% in the final test</p>		
<p>Department - Primary Care Associate (PCA) - PCA 54C - PRE-CLINICAL III - Geriatric/pediatric patients. Domestic</p>			

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>violence/death and dying/technical skills - A successful student will be able to take a complete history and do a physical exam on a geriatric and pediatric patient. (Created By Department - Primary Care Associate (PCA))</p> <p>Start Date: 01/09/2012</p> <p>End Date: 03/30/2012</p> <p>Course-Level SLO Status: Active</p>			
<p>Department - Primary Care Associate (PCA) - PCA 54C - PRE-CLINICAL III - Geriatric/pediatric patients. Domestic violence/death and dying/technical skills_1 - A successful student will be able to identify and use special tools to help address issues of domestic violence/ death and dying issues. (Created By Department - Primary Care Associate (PCA))</p> <p>Start Date: 01/09/2012</p> <p>End Date: 03/30/2012</p> <p>Course-Level SLO Status: Active</p>			
<p>Department - Primary Care Associate (PCA) - PCA 54C - PRE-CLINICAL III - Office procedures - A successful student will be able to demonstrate appropriate technical skills to perform procedures in the outpatient setting (Created By Department - Primary Care Associate (PCA))</p> <p>Start Date: 01/09/2012</p> <p>End Date: 03/30/2012</p> <p>Course-Level SLO Status: Active</p>			
<p>Department - Primary Care Associate (PCA) - PCA 54D - PRE-CLINICAL IV - mental</p>	<p>Assessment Method: preceptor evaluation, demonstration of skills</p>		

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>health, hospital/surgical/emergency care - A successful student will be able to assess, diagnose mental health problems in a primary care setting, (Created By Department - Primary Care Associate (PCA))</p> <p>Start Date: 09/22/2012</p> <p>End Date: 12/30/2012</p> <p>Course-Level SLO Status: Active</p>	<p>in history taking, physical examination, assessment, diagnosis, oral presentation, medical record documentation</p> <p>Assessment Method Type: Field Placement/Internship</p> <p>Target: 80% of students will be able to obtain a score of higher than 3 in a scale of 1 to 5 on the preceptor evaluationform.</p>		
<p>Department - Primary Care Associate (PCA) - PCA 54D - PRE-CLINICAL IV - medical knowledge/ clinical skills - A successful student will demonstrate the skills to participate in the care of patients in the outpatient,pediatric, and OB/GYN settings. (Created By Department - Primary Care Associate (PCA))</p> <p>Start Date: 09/22/2012</p> <p>End Date: 12/30/2012</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: preceptor evaluation, demonstration of skills in history taking, physical examination, assessment, diagnosis, oral presentation, medical record documentation</p> <p>Assessment Method Type: Field Placement/Internship</p> <p>Target: 80% of students will be able to obtain a score of higher than 3 in a scale of 1 to 5 on the preceptor evaluationform.</p>		
<p>Department - Primary Care Associate (PCA) - PCA 55A - PROFESSIONALISM/CULTURAL MEDICINE I - PA profession/cultural competence - A successful student will be able to describe the history and current trends of the PA profession. (Created By Department - Primary Care Associate (PCA))</p> <p>Start Date: 07/06/2011</p> <p>End Date: 09/26/2011</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: The student will write a self reflection paper comparing their prior role and it's impact in the transition to the PA profession. The paper should discuss prior professional scope of practice, legal and ethical responsibilities.</p> <p>The student will write a self reflection paper discussing their awareness of their health belief and its impact on their role as a physician assistant.</p> <p>Assessment Method Type: Essay/Journal</p> <p>Target: 80% of the students will get a 100% passing rate in their papers</p>	<p>11/27/2012 - At the end of the quarter 100% of students received a grade of 100%</p> <p>Result: Target Met</p> <p>Reporting Year: 2011-2012</p> <p>GE/IL-SLO Reflection: This course introduce students to the PA profession history and national trends on PA education. The students were able to compare and contrast their prior health care experiences and the transition to the PA role.</p> <p>The outcomes of this course satisfy the Foothill College ILO because the students were able to demonstrate communication</p>	

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		skills, creative, critical and analytical thinking.	
<p>Department - Primary Care Associate (PCA) - PCA 55A - PROFESSIONALISM/CULTURAL MEDICINE I - cultural competence - A successful student will be able to explain and discuss cultural competence and its relationship to the delivery of cultural appropriate health care (Created By Department - Primary Care Associate (PCA))</p> <p>Start Date: 07/06/2011 End Date: 09/26/2011 Course-Level SLO Status: Active</p>	<p>Assessment Method: The student will write a self reflection paper comparing their prior role and it's impact in the transition to the PA profession. The paper should discuss prior professional scope of practice, legal and ethical responsibilities. The student will write a self reflection paper discussing their awareness of their health belief and its impact on their role as a physician assistant.</p> <p>Assessment Method Type: Essay/Journal Target: 80% of the students will get a 100% passing rate in their papers</p>		
<p>Department - Primary Care Associate (PCA) - PCA 55B - PROFESSIONALISM/CULTURAL MEDICINE II - PA profession ethics/PA profession accreditation. - A successful student will be able to describe the accreditation process for PA programs. The student should be able to compare the functions of the various national and state regulatory PA organizations (Created By Department - Primary Care Associate (PCA))</p> <p>Start Date: 09/26/2011 End Date: 12/26/2011 Course-Level SLO Status: Active</p>	<p>Assessment Method: final exam on professionalism. Paper discussing two articles regarding the incidence of cardiovascular disease on diverse populations due to language barriers, socioeconomic status, health literacy and health beliefs. Assessment Method Type: Exam - Course Test/Quiz Target: 80% of students will receive a 100% passing grade for the test and the paper.</p>		
<p>Department - Primary Care Associate (PCA) - PCA 55B - PROFESSIONALISM/CULTURAL</p>	<p>Assessment Method: final exam on professionalism. Paper discussing two articles regarding the</p>		

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>MEDICINE II - Cultural Medicine:health literacy - A successful student should be able to define and discuss the ethical principles that guide the PA profession (Created By Department - Primary Care Associate (PCA))</p> <p>Start Date: 09/26/2011</p> <p>End Date: 12/26/2011</p> <p>Course-Level SLO Status: Active</p>	<p>incidence of cardiovascular disease on diverse populations due to language barriers, socioeconomic status, health literacy and health beliefs.</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target: 80% of students will receive a 100% passing grade for the test and the paper.</p>		
<p>Department - Primary Care Associate (PCA) - PCA 55B - PROFESSIONALISM/CULTURAL MEDICINE II - language barriers - The student will be able to discuss the effect of health literacy, and language barriers in the delivery of health care. (Created By Department - Primary Care Associate (PCA))</p> <p>Start Date: 09/26/2011</p> <p>End Date: 12/26/2011</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: final exam on professionalism. Paper discussing two articles regarding the incidence of cardiovascular disease on diverse populations due to language barriers, socioeconomic status, health literacy and health beliefs.</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target: 80% of students will receive a 100% passing grade for the test and the paper.</p>		
<p>Department - Primary Care Associate (PCA) - PCA 55B - PROFESSIONALISM/CULTURAL MEDICINE II - health disparities_1 - The student should be able to analyze the causes of health disparities in the delivery of health care to diverse populations. (Created By Department - Primary Care Associate (PCA))</p> <p>Start Date: 09/26/2011</p> <p>End Date: 12/26/2011</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: final exam on professionalism. Paper discussing two articles regarding the incidence of cardiovascular disease on diverse populations due to language barriers, socioeconomic status, health literacy and health beliefs.</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target: 80% of students will receive a 100% passing grade for the test and the paper.</p>		

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Department - Primary Care Associate (PCA) - PCA 55C - PROFESSIONALISM/CULTURAL MEDICINE III - PA profession laws and regulations in California - A successful student will be able to discuss the laws and regulations that govern the PA profession in California (Created By Department - Primary Care Associate (PCA))</p> <p>Start Date: 01/09/2012</p> <p>End Date: 03/30/2012</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Final exam Paper discussing the effect of providers social cognitive mechanism (stereotyping) and its effect of health disparities.</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target: 80% of students will receive a 100% grade in the exam and paper</p>		
<p>Department - Primary Care Associate (PCA) - PCA 55C - PROFESSIONALISM/CULTURAL MEDICINE III - Cultural medicine: medical underserved areas - A successful student will be able to define and describe the factors that determine the medically underserved areas and populations (Created By Department - Primary Care Associate (PCA))</p> <p>Start Date: 01/09/2012</p> <p>End Date: 03/30/2012</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Final exam Paper discussing the effect of providers social cognitive mechanism (stereotyping) and its effect of health disparities.</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target: 80% of students will receive a 100% grade in the exam and paper</p>		
<p>Department - Primary Care Associate (PCA) - PCA 55C - PROFESSIONALISM/CULTURAL MEDICINE III - ethnogeriatrics - A successful student will be able to identify risk factors that affect the ethnogeriatric populations (Created By Department - Primary Care Associate (PCA))</p> <p>Start Date: 01/09/2012</p> <p>End Date:</p>	<p>Assessment Method: Final exam Paper discussing the effect of providers social cognitive mechanism (stereotyping) and its effect of health disparities.</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target: 80% of students will receive a 100% grade in the exam and paper</p>		

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
03/30/2012 Course-Level SLO Status: Active			
Department - Primary Care Associate (PCA) - PCA 55D - PROFESSIONALISM/CULTURAL MEDICINE IV - PA profession prep for practice. Cultural medicine: end of life issues/mental health - A successful student will be able to identify key components related to preparation for clinical practice: certification, licensing, medical liability, medical malpractice, delegation of services document. A successful student will be able to discuss end of life issues and mental health diagnoses in a cultural sensitive way. (Created By Department - Primary Care Associate (PCA)) Start Date: 01/09/2013 End Date: 03/30/2013 Course-Level SLO Status: Active	Assessment Method: Final exam Reflection paper discussing a clinical experience with end of life issues Assessment Method Type: Exam - Course Test/Quiz Target: 80% of students will achieve 100% passing rate on the final exam and paper		
Department - Primary Care Associate (PCA) - PCA 55D - PROFESSIONALISM/CULTURAL MEDICINE IV - B. PA practice - 1. The PA student will be able to compare and contrast the role of the PA in the various health care delivery systems 2. The PA student will be able to use skills on resume writing, and negotiation of employment contracts. (Created By Department - Primary Care Associate (PCA)) Course-Level SLO Status: Active			
Department - Primary Care Associate (PCA) - PCA 56A - CORE MEDICINE I - A.	Assessment Method: Quizzes, final exam		

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Medicine Knowledge B. Clinical skills - A. The student will be able to describe the alterations in anatomic/physiologic/biochemical function of the hematologic, dermatologic, musculo-skeletal, neurologic, ophthalmological, ear, nose, mouth/throat, and respiratory system caused by common infections found in primary care</p> <p>B. Students can utilize their ability to recognize physical and functional abnormalities in order to diagnose common disorders in primary care (Created By Department - Primary Care Associate (PCA))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target: 80% of students will achieve a 75% passing rate in the final test</p>		
<p>Department - Primary Care Associate (PCA) - PCA 56B - CORE MEDICINE II - A. Medicine knowledge B. Risk factors for disease - A. The student will be able to describe the alterations in anatomic/physiologic/biochemical function of the cardiovascular, gastrointestinal, renal-urologic, reproductive-obstetrics, endocrine, psychiatric/behavioral, multisystem-rheumatologic that results in disease and disorders common in primary care</p> <p>B. The student will be able to describe risk factors for the development of disorders in the cardiovascular, gastrointestinal, renal-urologic, reproductive-obstetrics, endocrine, psychiatric/behavioral, multisystems-rheumatologic common in primary care (Created By Department - Primary Care Associate (PCA))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: quizzes, final test</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target: 80% of students will achieve a 75% passing grade on the final exam</p>		
<p>Department - Primary Care Associate (PCA) - PCA 56C - CORE MEDICINE III - A. Pediatric care and elder care B. Emergency care - A. The students will be able to</p>	<p>Assessment Method: quizzes, final exam</p> <p>Assessment Method Type:</p>		

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>differentiate signs, symptoms and management in the pediatric, adult and elder populations B. The student will be able to differentiate the emergent presentation from the acute and chronic disease presentations (Created By Department - Primary Care Associate (PCA))</p> <p>Course-Level SLO Status: Active</p>	<p>Exam - Course Test/Quiz Target: 80% of students will receive a 75% grade in the final exam</p>		
<p>Department - Primary Care Associate (PCA) - PCA 56D - CORE MEDICINE IV - A. Primary Care Adult Medicine - A. The student will be able to recognize, assess and coordinate treatment for selected chronic diseases (Created By Department - Primary Care Associate (PCA))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: weekly quizzes, mid-term, final written exam Assessment Method Type: Exam - Course Test/Quiz Target: 80% of student will get a 75% or above grade in the course</p>		
<p>Department - Primary Care Associate (PCA) - PCA 56D - CORE MEDICINE IV - B. Evidence base medicine - B. the student will be able to access up-to-date practice guidelines and other evidence base resources for optimal managing of chronic diseases (Created By Department - Primary Care Associate (PCA))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: weekly quizzes, mid-term and final written exams Assessment Method Type: Exam - Course Test/Quiz Target: 80% of students will get a grade of 75% or above in the course</p>		
<p>Department - Primary Care Associate (PCA) - PCA 56E - CORE MEDICINE V - A. Public health - A. The student will be able to discuss and describe the epidemiologic principles underlying Public Health (Created By Department - Primary Care Associate (PCA))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Final exam Assessment Method Type: Exam - Course Test/Quiz Target: 80% of students will receive a grade of 75% or above for the course</p>		

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Department - Primary Care Associate (PCA) - PCA 56E - CORE MEDICINE V - B. System-based practice - 1. The student will use the appropriate referrals and utilization of the Public Health services to benefit the patient's outcome. 2. The student will develop a patient based project utilizing your understanding of the function of the Public Health Department (Created By Department - Primary Care Associate (PCA))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: final written exam Assessment Method Type: Exam - Course Test/Quiz Target: 80% of the students will get 75% or above grade in the course</p>		
<p>Department - Primary Care Associate (PCA) - PCA 56F - CORE MEDICINE VI - A. Global Health - 1. The student will be able to describe the epidemiologic principles of Global Public Health (Created By Department - Primary Care Associate (PCA))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: final exam Assessment Method Type: Exam - Course Test/Quiz Target: 80% of the students will receive a 75% or above grade in the course</p>		
<p>Department - Primary Care Associate (PCA) - PCA 56F - CORE MEDICINE VI - B. Global health prevention - 1. The student will be able to recognize the emerging conditions of global Public Health concern 2. The student will be able to recognize primary, secondary and tertiary approaches to prevention and their deployment in global settings (Created By Department - Primary Care Associate (PCA))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: final exam Assessment Method Type: Exam - Course Test/Quiz Target: 80% of students will receive 75% or above grade in the course</p>		
<p>Department - Primary Care Associate (PCA) - PCA 56G - CORE MEDICINE VII - A. Core medicine - 1. The student must demonstrate competency in managing disorders of pediatric, adult and elder populations (Created By Department - Primary Care Associate (PCA))</p>			

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Course-Level SLO Status: Active</p>			
<p>Department - Primary Care Associate (PCA) - PCA 56G - CORE MEDICINE VII - B. Information literacy and evidence base medicine - 1. The student will demonstrate competence in information literacy and evidence base medicine 2. The student will demonstrate mastery of skills necessary to present a Ground Round case to medical peers (Created By Department - Primary Care Associate (PCA))</p>	<p>Assessment Method: final written exam, capstone project Assessment Method Type: Exam - Course Test/Quiz Target: 80% of the students will receive a grade of 75% or above in the course</p>		
<p>Course-Level SLO Status: Active</p>			
<p>Department - Primary Care Associate (PCA) - PCA 60A - PRECEPTORSHIP I - A. Communication skills - A. The student will be able to apply communication skills appropriately during a clinical patient encounter (Created By Department - Primary Care Associate (PCA))</p>	<p>Assessment Method: quizzes, preceptor evaluation, rotation exam Assessment Method Type: Field Placement/Internship Target: 80% of students will get a passing preceptor evaluation</p>		
<p>Course-Level SLO Status: Active</p>			
<p>Department - Primary Care Associate (PCA) - PCA 60A - PRECEPTORSHIP I - B. Clinical skills - 1. The student will be able to obtain an accurate, complete and focused medical history on a patient with a single acute problem. Perform a complete and focused physical examination. Identify appropriate diagnostic studies to develop a differential diagnosis. Interpret information gathered from the patient assessment data. Develop an accurate diagnosis based on a single acute problem (Created By Department - Primary Care Associate (PCA))</p>			

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Course-Level SLO Status: Active</p>			
<p>Department - Primary Care Associate (PCA) - PCA 60B - PRECEPTORSHIP II - A. Chronic care - 1. The student will be able to take an accurate history and perform a physical examination on a patient with multiple chronic problems. 2. The student will be able to address any changes in the chronic disease process and provide accurate and safe updates to the treatment plan (Created By Department - Primary Care Associate (PCA))</p> <p>Course-Level SLO Status: Active</p>			
<p>Department - Primary Care Associate (PCA) - PCA 60B - PRECEPTORSHIP II - B. pediatric, Obstetric/Gynecological, elder care - 1. The student will be able to obtain an accurate, complete and focused medical history on a pediatric, OB/GYN, and elder patient. Perform a complete and focused physical examination. Identify appropriate diagnostic studies to develop a differential diagnosis. Interpret information gathered from the patient assessment data. 2. The student will be able to assess and evaluate pediatrics, obstetric/gynecological and elder patients based on medical knowledge learned in the medicine courses. (Created By Department - Primary Care Associate (PCA))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: quizzes, rotation test, preceptor evaluation</p> <p>Assessment Method Type: Field Placement/Internship</p> <p>Target: 80% of students will receive a passing preceptor evaluation.</p>		
<p>Department - Primary Care Associate (PCA) - PCA 60C - PRECEPTORSHIP III - A. Longitudinal care - 1. The student will maintain the Evaluate patient tracking system logging in the number of patients and the</p>			

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>frequency in which they are following the same patients in the primary care setting</p> <p>2. The student will monitor the patient's progress overtime to include reassessment of subjective and objective data, reconsideration of differential diagnosis, and modification of management plans, based on patient's health status and adherence issues</p> <p>(Created By Department - Primary Care Associate (PCA))</p> <p>Course-Level SLO Status: Active</p>			
<p>Department - Primary Care Associate (PCA) - PCA 60C - PRECEPTORSHIP III - B.</p> <p>Interprofessional team - 1. The student will be able to provide patient center care using the inter-professional team approach</p> <p>(Created By Department - Primary Care Associate (PCA))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: End of rotation exam</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target: 80% of the students will receive a grade of 75% or above in the course</p>		
<p>Department - Primary Care Associate (PCA) - PCA 60D - PRECEPTORSHIP IV - A.</p> <p>Geriatric care - 1. The student will be able to use his/her clinical skills in providing medical care to the geriatric population in the outpatient setting.</p> <p>2. The student will be able to identify specific clinical problems related to the aging population</p> <p>(Created By Department - Primary Care Associate (PCA))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: end of rotation exam, OSCES, clinical practicum</p> <p>Assessment Method Type: Exam - Standardized</p> <p>Target: 80% of students will receive 75% or a higher grade for the course</p>		
<p>Department - Primary Care Associate (PCA) - PCA 60D - PRECEPTORSHIP IV - B.</p> <p>Hospital rotation - 1. The student will participate in hospital rotations as a member of the medicine, surgical or emergency room medical team.</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: final exam, end of rotation exam, clinical testing</p> <p>Assessment Method Type: Exam - Standardized</p> <p>Target:</p>		

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>2. The student will be able to apply their medical knowledge and clinical skills in providing care to hospitalized patients (Created By Department - Primary Care Associate (PCA))</p> <p>Course-Level SLO Status: Active</p>	<p>80% of the students will receive a 75% or higher grade in this course</p>		
<p>Department - Primary Care Associate (PCA) - PCA 60E - PRECEPTORSHIP V - A- Geriatric care in a hospital setting - 1- The student will assess, evaluate and develop treatment plans for geriatric patients in the hospital setting. 2- The student will analyze the results of geriatric patient's functional assessments and develop an appropriate plan to improve the patient's quality of life 3. The student will work with the the case manager and other health care professional to develop a safe plan discharge plans for the geriatric patient (Created By Department - Primary Care Associate (PCA))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: preceptor evaluation, end of rotation test Assessment Method Type: Field Placement/Internship Target: 80% of the students will get a score of 75% in their end of rotation exam 100% of students will receive 3 or above on their preceptor evaluation</p>		
<p>Department - Primary Care Associate (PCA) - PCA 60E - PRECEPTORSHIP V - B. Mental Health - 1. The student will be able to provide health care to individuals with mental health problems. 2. The student will develop treatments plans that are inter-professional and include mental health care providers as well as primary care providers (Created By Department - Primary Care Associate (PCA))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: final exam, OSCEs, clinical test Assessment Method Type: Exam - Standardized Target: 80% of students will receive 75% or higher grade in this course</p>		